

**ABENY, INC.**  
**THE ASSOCIATION OF BLACK EDUCATORS OF NEW YORK,**  
**In Collaboration with YAFFA Cultural Arts**

**Presents:**

**FALL CONFERENCE 2018**

**“CREATING CULTURALLY RESPONSIVE SCHOOLS”**

**Keynote Speaker:**

**DR. LINDA MICHELLE BARON**  
**AWARD WINNING AUTHOR AND CONSULTANT**

**Special Guest Speaker:**

**CSD 27 SUPERINTENDENT, JENNIFER CARREON AMBERT, IA**

**FREDERICK DOUGLASS ACADEMY**  
2581 Adam Clayton Powell Boulevard (at 148<sup>th</sup> St)  
SATURDAY, NOVEMBER 10, 2018  
8:00 A.M. – 3:00 P.M.

**Registration: 9-10 AM Plenary: 10-11 AM Workshops: 11:30 – 12:30; 1:00 – 2:00 PM**

**(Travel Directions: # 3 train to 148<sup>th</sup> Street; (Entrance to parking is at 150<sup>th</sup> Street and Adam Clayton Powell Boulevard).**

**JOIN US AT OUR EDUCATION CONFERENCE!**

MIDDLE AND HS YOUTH MAY ATTEND FOR FREE! VENDORS WILL BE AVAILABLE THROUGHOUT THE DAY! (BRING CASH FOR THE VENDORS). DOOR PRIZES WILL BE AVAILABLE! EACH ATTENDEE WILL RECEIVE A CERTIFICATE OF PARTICIPATION! 5 HOURS OF P.D. CREDIT MAY BE ACQUIRED! LIGHT REFRESHMENTS WILL BE SERVED! TO PRE-REGISTER, CHECK OFF AT LEAST THREE WORKSHOPS YOU WOULD LIKE TO ATTEND. MAIL THE TEAR-OFF, (ALONG WITH YOUR CHECK FOR A \$10.00 MATERIALS FEE WRITTEN OUT TO ABENY, INC), TO THE FOLLOWING ADDRESS:

**ABENY Education Conference**  
**Attention: Dr. Sheilah Bobo, Chair**  
**Education Conference Committee**  
**306 Gold Street Apt. 3H**  
**Brooklyn, NY 11201**  
**Cell: 917-412-9099**

**Email: [sheilahbobo@gmail.com](mailto:sheilahbobo@gmail.com) or [sbobo@schools.nyc.gov](mailto:sbobo@schools.nyc.gov)**

**Name:** \_\_\_\_\_ **Teacher** **Supervisor** **Parent** **Other** \_\_\_\_\_

**School:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_ **Email** \_\_\_\_\_

- 1. Workshop A: “Impact of Racism/Discrimination on the Mental Health of Minority Youth.” \_\_\_\_\_**
- 2. Workshop B: Culturally Responsive Schools Through Arts Integration.” \_\_\_\_\_**
- 3. Workshop C: “Creating Culturally Responsive/Relevant Education Through Literacy.” \_\_\_\_\_**
- 4. Workshop D: “Cultivating a Classroom: Academic Expectations, Cultural Responsiveness and Joy.” \_\_\_\_\_**

**ABENY, INC.**  
**Association of Black Educators of New York**  
**Nora Barnes, President**

**ABENY FALL EDUCATION CONFERENCE**

**“CREATING CULTURALLY RESPONSIVE SCHOOLS”**

**Frederick Douglass Academy**  
**2581 Adam Clayton Powell Boulevard**  
**Saturday, November 10, 2018**  
**8:00 AM – 3:00 PM**

**PROGRAM**

**Registration and Continental Breakfast** **9 AM – 10 AM (Teachers Cafeteria)**

**Plenary** **10 AM – 11 AM (Auditorium)**

**Drum call – Dr. Linda Humes, YAFFA Cultural Arts**

**Welcome! –Dr. Sheilah Bobo, Education Conference Chair and President Nora Barnes**

**Special Guest Speakers from the Department of Education: Queen Makkada, Chief Consultant and Advocate, QPCAS, and CSD 27 Superintendent Jennifer Carreon Ambert, IA**

**Keynote Speaker: Dr. Linda Michelle Baron, Author and Consultant**

**Break: 11 AM – 11:30 AM**

**Concurrent Workshops: 11:30 AM – 12:30 PM**

**Break: 12:30 PM – 1:00 PM**

**Concurrent Workshops: 1:00 PM – 2:00 PM**

**VENDORS ARE AVAILABLE THROUGHOUT THE DAY!**

**ABENY EDUCATION CONFERENCE 2018**  
**THEME: “CREATING CULTURALLY RESPONSIVE SCHOOLS”**

**Workshop descriptions**

**Workshop A: “Impact of Racism/Discrimination on the Mental Health of Minority Youth.”**

**Room: 149**

**Presenter: Dr. Eugena Griffin, Author and Consultant**

**During the 2016 presidential election season, youth heard about crowds of angry people shouting, “build the wall” or “go back to your country.” In recent months, children of immigrant parents may have witnessed community raids, and many now live in fear that members of their family could be deported. Anxiety in minority communities doesn’t stop there. Young people have watched videos of police officers shooting unarmed black men. Families watched white supremacists march in Charlottesville, Virginia, further heightening racial tensions in America. These divisive events have unsettled our nation. For students of color, in particular, these images and this rhetoric underscore the persistent traumatic experience of racism and discrimination. In this workshop, the presenter will explore how teachers and parents can combat race-related stress. The audience will be engaged in discussion of how to (1) foster empathy for the life experiences of other ethnic groups, (2) set norms and rules before broaching sensitive racial issues, and (3) disrupt patterns of bias.**

**Workshop B: “Culturally Responsive Classrooms Through Arts Integration.”**

**Room: 151**

**Presenter: Dr. Linda Humes, CEO of YAFFA Cultural Arts, Inc.**

**Too often, we think of arts integration as a luxury in our schools. However, that is not the case. Research has shown that culturally responsive arts education is one of the best tools our schools have in engaging and inspiring students. The more we can incorporate art, music, dance and theatre education that is specific to the cultures of the students we are teaching, the more effective teaching can become. Furthermore, the enthusiasm and cultural awareness that a strong arts program engenders in students can carry over throughout the school day. Culture-based approaches that add an arts component to learning in STEM disciplines or STEAM, for example, can similarly encourage the full and equal participation of all students. Via discussion and hands-on activities, the audience will learn how to use arts to (1) build upon students’ communal orientation and oral traditions so that they might make better sense of the world, and (2) incorporate both movement and drama to both relax students and teach academic concepts.**

**Workshop C: “Creating Culturally Responsive/Relevant Education Through Literacy.”**

**Presenter: Alexis Southerland-Anekwe, Author and Consultant**

**Room: 153**

**Culturally responsive (or relevant) teaching has been described as a “pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes.” As per Ladson-Billings, this means that teachers should endeavor to make standards-based content and curricula accessible to students by incorporating relatable aspects of students’ daily lives into the curriculum. As a teacher and author, the presenter has found that focusing on familiar aspects of language (including jargon or slang) has led to increased motivation and participation. Her book *Believe* was specifically written to meet the needs of African American males. In this workshop, the presenter will share approaches for designing a culturally responsive curriculum with a focus on literacy, including suggestions for selecting appropriate literature. Her young son will join her as a “co-presenter.”**

**Workshop D: “Cultivating the Classroom: Academic Expectations, Cultural Responsiveness and Joy.”**

**Room: 138**

**Presenter: Brian Johnson, Executive Vice President of Growth and Expansion, LitLife**

**An important skill that all teachers must acquire for maximum effectiveness is how to infuse culturally responsive teaching in their practice. Culturally responsive teaching is a strategy for continually incorporating multicultural issues throughout the curriculum. The three major components that comprise this approach include academic achievement, cultural competence and critical consciousness. In this workshop, educators will learn how to (1) conceptualize and provide academic expectations that are meaningful to youth of all ethnic backgrounds, (2) plan lessons that provide a balance of joy and rigor, and (3) infuse multicultural issues and literary works which will develop the “critical consciousness” of youth. During the session, educators will participate as ‘students’ through several examples of mini-lessons around the aforementioned goals. The approaches may be adapted for all levels, K-12.**